



**FACULTAD DE EDUCACIÓN DE PALENCIA  
UNIVERSIDAD DE VALLADOLID**

**Developing Thinking and Social skills in a Cooperative  
Learning classroom.**

**(Desarrollar destrezas de pensamiento y destrezas sociales en un aula  
centrada en metodología de aprendizaje cooperativo)**

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## **RESUMEN**

Este trabajo se centra en cómo la utilización de rutinas dentro del aula ayuda al alumnado a desarrollar las competencias básicas presentes en todos los currículums de educación. Estas herramientas no solo sirven para alcanzar las competencias básicas sino para desarrollar también habilidades de pensamiento y habilidades sociales que contribuyen a crear una cultura de colegio para así conseguir un buen ambiente donde el aprendizaje y conocimiento se adquiera con mayor facilidad.

Con esta propuesta primero queremos mostrar que las competencias básicas son aspectos esenciales en los sistemas educativos tanto español como británico, y cómo desarrollarlas a través de estrategias de aula como las rutinas. Las rutinas son un aspecto fundamental cuando hablamos de la educación británica, están siempre presentes en toda programación el aula. Este trabajo expone una propuesta de cómo usar las rutinas en un colegio bilingüe español, teniendo en cuenta aspectos fundamentales del currículo británico como es la construcción de una cultura de aula. En definitiva, promover el uso de rutinas para el desarrollo de competencias y habilidades en los niños.

## **ABSTRACT**

The present work is focused on how using different routines in the classroom helps students develop their Key Competences present in every Educational Curriculum. These tools not only still be good for reach Key Competences but also to develop thinking and social skills that contribute to create a school culture for in this way favor a good learning and knowledge environment.

With this proposal we want to show that Key Competences are essential aspects in the Spanish and British Educational Systems, and also how to develop them through classroom strategies as routines. Routines are a fundamental aspect when we talk about the British education, they are always included in every unit planning. This work explains a proposal about how to use routines in a bilingual English-Spanish school, having in mind basic facts about the British Curriculum as the construction of a class

culture. In essence, it promotes the use of routines to develop Key Competences and skills in the students.

**PALABRAS CLAVES:** competencias básicas, habilidades de pensamiento, habilidades sociales, rutinas, manejo del aula, transversal, Currículo Británico, Currículo Español, proceso de aprendizaje, cultura de aula, cultura de colegio, colegio bilingüe inglés-español.

**KEY WORD:** Key Competences, thinking skills, social skills, routines, classroom management, cross-curricular, British curriculum, Spanish curriculum, learning process, class culture, school culture, English-Spanish bilingual school.

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# 1. INTRODUCTION

The aim of this work is centered on the design of a plan for a Spanish-English Bilingual School to develop those Key Competences that are presented either in British and Spanish curriculum in order to improve thinking and social skills in the students through the use of classroom routines. Key competences are essential aspects from every Educational System, the European Union persevere the need that citizenship acquire them as indispensable condition to achieve a full personal, social and professional development in every individual necessary to handle the request of a globalized world.

Therefore, Key Competences have to be included in every unit and every lesson. These competences are characterized to be cross-curricular, dynamic and with a comprehensive nature, because they have to be tackled since every knowledge areas in the learning process. And these are the reasons that we have decided to base our proposal of the use of routines to develop Key Competences. In addition, the development of these competences promotes acquire thinking and social skills, making easier the creation of a class culture and school culture where the knowledge is facilitated and everyone is reward with it. This is a fundamental point in British schools where they promote class culture and school culture as something essential for children's integral learning. And is because of that we see the need to try to encourage this class and school culture in Spain, through routines that promote it.

On the other hand, on the use of routines also affects the teacher's classroom management, who has to control some basic strategies to make their unit more productive and to obtain a good learning and knowledge environment where children learn one to each other and they develop their skills and competences to the maximum. These are some of the reasons because we have decided that the present proposal can be interesting for teachers, to include class routines in their lessons in a bilingual English-Spanish school.

## 2. OBJECTIVES

The main objective of the Degree in Primary Education is to train future teachers with the capacity to attend students of Primary Education and also with the capacity to create a pedagogic proposal that is included in the Article 16 of the Ley Orgánica 2/2006 May 3<sup>rd</sup> of Education.

The goal of this degree is to develop student teachers professional competences and capacities to assume new challenges of the Education System and be able to adapt their teaching to the new educational needs and finally to know how to work in groups beside other professionals.

At the time of the implementation of the routines and the creation new ways of teaching and learning the goals of the Degree in Primary Education are reached are not very different from what I had asked me when I plan to do this research.

The **main objective** of the present work is:

- Develop a proposal that encourage the use of classroom routines to enhance Basic/Key competences in a Bilingual English-Spanish school following the main lines offered in the European Framework of Reference.

In order to reach this main objective; we will organize it in **specific objectives** that help to reach the main objective:

- Document the concept of Key Competence through the European framework for education. Analyze the conception and implementation of Key Competences in Britain and Spain, their role in the curriculum as well as their meaning as cross-curricular competences.
- Compare classroom management strategies being used in schools in both countries, related to the routines aimed at developing those Key Competences.
- Analyze and offer a wide description of the most important routines that a teacher can use during their units in either setting.
- Offer a design with a selection of routines aiming at developing some basic competences: on one hand competences that we can consider more intrapersonal- learning awareness as a way to make thinking visible in order to develop thinking skills (... Scientific, learning to learn, communication), and on the other, those enhancing interpersonal social competences: citizenship, autonomy, responsibility. This proposal would take into consideration the different geographical settings, usual either in Britain or in Spain.

- Select and adapt resources as well as activities included within the classroom to be transformed as mediators.
- Once set the sequence of classroom techniques as well as resources, a second step would consider the main lines to be followed in order to develop a new cultural bilingual perspective in the school, essential when thinking of a bilingual school. In this way there will be a direct reinforcement of this bilingual perspective in compulsory programs as “living together” going far away from the classroom borders.

### **3. JUSTIFICATION**

#### **3.1. JUSTIFICATION OF THE CHOSEN TOPIC**

Nowadays Key Competences are the backbone of every educative system and the reason is because they are an essential aspect for the comprehensive development of children, due to these competences, teachers expect strengthen children's competences to the maximum in every field.

Including Key Competences in the curriculum is indispensable because of the changes that actually are producing in society and in consequence in learning aspects, them include knowledge and also cognitive and socio-emotional process that can be applied in different situations and contexts. On account of that, these competences are the unifying thread of the basic education in the current Educational System.

When we include Key Competences in the curriculum, it allows: have an enriching curriculum to offer to our students but also create a relation between these competences and all the curriculum aspects as subjects, assessment or routines.

Furthermore, when teachers make their planning they need to adapt their lessons according with these competences, in order to include them in every daily moment.

What is more, one of the most important things that teachers need to keep in mind when they try to develop Key Competences in their students is that they have to develop two essential aspects: thinking and social skills. In one hand, we assume that thinking skills are mental processes used to perform usual tasks, solve problems, ask questions, take decisions, construct plans, organize information and evaluate ideas as has been evidenced through important researches as Visible Thinking Program. On the other hand

we can understand that social skills are the strategies that we use to communicate and interact with each other using verbal and nonverbal language, through body language, gestures and our personal appearance. Both aspects become fused trying to develop the learning to learn competence and trying to build a school culture where everyone; teachers, children or other staff work together.

Another aspect that we should take into consideration to carry out any routine, is the control of the class or the classroom management. Teacher need to put in practice some strategies to get a good learning environment where a class culture exists and children can develop the most Key Competences.

Based on it, the present work tries to offer a classification of routines associated to Key Competences, all of them can be established in an English- Spanish bilingual school aiming at developing cultural awareness.

In the following section, we try to select the competences of the degree of Primary Education according with the official law that regulates this degree.

### **3.2. COMPETENCES THAT THE TEACHER DEVELOP WITH THIS RESEARCH**

The present Final Work focuses on one of the goals that we have to manage during the university period: classroom management as a clear methodology. Achieving these skills we could say that the process to become a Primary Education teacher has finished. Therefore, this work has as a main goal offering a deep study as well as a quiet thought about the way teachers from two different cultures use routines to help themselves in the task of developing essential skills in Primary students within classroom context.

The main aim of the degree in Primary Education referred to in the Article 16 of the Ley Orgánica de Educación (L.O.E.) 2/2006, May 3<sup>rd</sup> is to train professional teachers that focus their educational capacity on Primary Education as well as the elaboration and pursuit of pedagogical proposal that schools run.

#### **COMPETENCES.**

The **general** competences that the teacher will get with this research are:

- Know the psychological, sociological and pedagogical aspects of the students at various educational levels.



- Have the ability to gather and interpret critical data to inform judgments that include reflection on topics that can help students in their learning process. As well as being able to use effective procedures in the search for information in different media.
- Develop in the students the ability to communicate information, ideas, problems and solutions to specialist as well as non-specialist audience.
- Develop in the Student some skills associated with interpersonal relationships with other people and show them how to work in groups. Create in students acquiring the strategies and independent learning techniques and training in readiness for continuous learning along the whole life. We must also develop children's knowledge, understanding and mastery of self-learning methodologies and strategies.
- As teachers, we have to be conscious that every group is different, each one is heterogeneous and there are differences between children's learning, so we have to understand the learning processes of each child.

Among the **specific** competences that teachers will develop with this practice can be:

- Know and understand the characteristics of Primary students, their learning process and their personality develop, in social familiar contexts and school contexts.
- Know in depth the general foundations of the Primary stage, also design and evaluate different projects and innovations.

And finally the **English as a Foreign Language Teacher and the CLIL teacher's competences** that we need to manage are:

- Develop communicative competence in English as Foreign Language, according to the *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* (CEFR) (2000).
- Plan what is going to be taught and evaluated in relation to English as Foreign Language and select teaching strategies, kind of activities and didactic resources.

Also according with the CLIL teacher's competences (2010), with this work we develop:

- Can define ways of ensuring programme goals are addressed in a balanced manner

- Can describe how CLIL links to the national or regional curriculum
- Can select learning materials, structuring them or otherwise adapting them as needed
- Can identify and make use of learning environments in addition to the classroom
- Can create a reassuring and enriching learning environment.

## **4. THEORETICAL FOUNDATION**

Basic or Key competences are essential knowledge in the different European countries as they come from the same root, the act of the European Parliament and of the Council of 18 December 2006 includes Key Competences for lifelong learning that teacher from each of these countries have to develop in their classrooms. In this document we can find a clear explanation of the importance of Key Competences and why teachers should include them in their units. These Key Competences provide a reference framework to support national and European efforts to achieve the objectives they define. This framework defines Key Competences as cross-curricular and basic knowledge for our children and youngsters because they provide added value for employment, and social cohesion. They also ground and support lifelong learning in terms of adapting to change and integration.

The first part of the work will focus on the perception of this concept of Key Competence in both countries: Britain and Spain, being both countries the base of our proposal. We will begin with the different definitions of the concept, to be followed by the analysis of the vision that Spanish's Educational System and British's Educational System have in relation with these competences, to end up with a final part where we identify the importance of Key Competences as cross-curricular knowledge in both curricula. All of this trying to develop thinking and social skills, and strengthen rules, work in groups where each child has a responsibility etc in order to create a school culture where everyone work and learn together.

In the second part of this section we will analyze some of the suggested strategies, common in all the leading investigations about the theme, mainly those that are recognized by the experts as competencies that every teacher should use to implement routines in their lessons, to facilitate a good classroom management and how the routines make the classroom management easier at the same time the help to create a better learning environment.

#### **4.1 KEY COMPETENCES: BASIC FEATURES IN EACH EDUCATIONAL SYSTEM.**

Every Educational System has as foundation Key Competences which children have to acquire, these competences are more or less the same in each system, they are the essential essence of the knowledge. Children can acquire these competences through the different curricular areas or through non curricular aspects as teacher's strategies, and is in this point where we base our work, on how children learn across routines which manage to acquire Key Competences.

Before starting to speak about Key Competences, first we need to know what a Key Competence is. In the following table there is a comparison of this concept between different countries of the European Union.

## Survey 5 — Key competencies

FIGURE 4: THE CONCEPT OF KEY COMPETENCIES IN THE TERMINOLOGY OF GENERAL COMPULSORY EDUCATION ACROSS THE EU, REFERENCE YEAR 2002

Country/ Education system	Terms used	Definition
<b>Education systems which have integrated key competencies into their curricula</b>		
<b>B fr</b> (1997)	Soeles de compétences (competence thresholds) Compétences terminales et savoirs requis (final competencies and required know-what and know-how)	<u>Transversal and subject-specific competencies</u> whose mastery is considered necessary for social integration and the pursuit of further studies.
<b>P</b> (2001)	Competências essenciais (essential competencies)	The body of <u>general and subject-specific knowledge and skills</u> considered essential for all citizens in today's society.
<b>UK (E/W)</b> (2000)	Key Skills	Generic skills which individuals need in order to be effective members of a flexible, adaptable and competitive workforce and for lifelong learning.
<b>UK (SC)</b> (2000)	Core Skills	Broad transferable skills that people need to be full, active and responsible members of society.
<b>Education systems which are publicly debating whether key competencies should be integrated into their curricula</b>		
<b>B de</b>	Schlüsselkompetenzen (key competencies)	<u>Subject specific competencies</u> which have to be attained by every pupil.
<b>B nl</b>	Sleutelcompetenties	<u>Competencies that are transferable</u> (application in many situations and contexts) and <u>multifunctional</u> (which can be used to achieve several objectives, solve problems and accomplish different tasks).
<b>D</b>	Schlüsselkompetenzen (key competencies); Basiskompetenzen (basic competencies); Schlüsselqualifikationen (key qualifications)	<u>Cross-curricular and subject-specific competencies</u> which represent a logically consistent set of attitudes, values, knowledge and skills indispensable for operating effectively both personally and professionally.
<b>L</b>	Compétences de base (basic competencies)	The <u>knowledge and skills</u> enabling children to engage in subsequent learning and study.
<b>A</b>	Grundkompetenzen (basic competencies)	The term has yet to be defined
<b>UK (NI)</b>	Key transferable skills	<u>Generic skills</u> which individuals need in order to be effective members of a flexible, adaptable, and competitive workforce and for lifelong learning.

Image 1: Key competencies. From the article: Key competences some international comparisons (2003)

This study evidence the importance that all the different countries give to Key Competences, as well as the incidence that all the curricula give to them as a cross-curricular aspect to develop thinking and social skills. We can see in the image that every country make a reference about the skills as an indispensable knowledge and this is the reason because we show a proposal of routines that develop Key Competences.

After this comparison we are going to analyze this concept in the both countries that we base this work, Spain and Britain. In the Spanish law of education; Orden ECD/65/2015, of January 21<sup>st</sup>, in which describe the relations between competences, domains and assessment criteria of Primary, Secondary and “Bachillerato”(p:1), competence is “la capacidad de responder a demandas complejas y llevar a cabo tareas diversas de forma adecuada” adding that a competence “supone una combinación de habilidades prácticas, conocimientos, motivación, valores éticos, actitudes, emociones, y otros componentes sociales y de comportamiento que se movilizan conjuntamente para lograr una acción *eficaz*”. These competences can be acquired not only in a formal educational context but in other non formal or informal contexts. Therefore “know how to do” can be applied to a diversity of domains as academic, social and professional.

In the British curriculum we can find the concept of Key Competences as a fundamental part, in the same way that Spanish curriculum. Because of that teacher have to include Key Competences in their planning. A clear difference we identified in the perception of KC in both curricula is that while the British curriculum puts in relation these competences with every aspect of the Educational System giving more importance at the aspect “know how to do” and “know how to be”, the Spanish curriculum emphasizes all the aspect related to the knowledge “know”.

After this little approximation of the Key Competence concept, in the following lines we are trying to reflect which Key Competences in Spain are and in the British Educational System in order to show if there are any differences or similarities and which aspects are more important in both systems.

On one hand, in Spain according with this law, Orden ECD/65/2015, of January 21<sup>st</sup> (p:3) each child have to reach the following competences:

a) Linguistic and communicative competence. It refers to communicative aspects as vocabulary, grammar, use of oral language, understand different kind of texts, and express opinion using writing texts among others.

b) Competence in mathematics, science and technology. It includes mathematical concepts, analyze graphics and mathematical representations, use algebraic expressions or solve problems.

c) Digital competence. It comprises the rights and risks of digital world, main digital apps, and use specific language as texts, numbers, signs..., use technological resources to communicate and solve problems.

d) Learning to learn. It means children are going to recognize what they know and what they do not know, know how to plan and resolve a task, and make their own assessment in order to know what they have learnt and what they need to improve among others.

e) Social and civic competence. It includes know norms and rules to live in society, understand concepts as equality or not distinguish between women and men, show interest to solve problems or respect the Human Rights.

f) Sense of initiative and entrepreneurship. It makes reference to understand how the society works, capacity of analyze, planification and organization, capacity to adapt and solve problems, make assessment and self-assessment.

g) Cultural awareness and expression. It includes all about art and culture, use thinking skills, use initiative, imagination and creativity or value the liberty of expression.

These competences have as base concepts as “know”, “know how to do” and “know to be”. Spanish system give great importance to the “know” concept than “know to do”, this is a basic difference between our Educational System and the British system, that gives more importance to the “know to do” and “know to be” aspects.

On the other hand the British Educational System also includes the competences as fundamental part of their education, in The Policy and Research of the Scottish Qualifications (2006, p: 7); we can find these Key Competences, they use different terminology but the foundation is the same:

- a. Communication.
- b. Personal Skills; improving own learning and performance.
- c. Working with others.
- d. Numeracy: application of numbers.
- e. Problem solving.

- f. Information technology.
- g. Modern Foreign Language.

After this approximation Key Competences in each country we can find differences and similarities between them, Key Competences are the same but they have a different organization. In the following table we can see both organizations and the comparison between them.

Spanish Curriculum	English Curriculum
<ul style="list-style-type: none"> <li>• Linguistic and communicative competence.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication competence.</li> <li>• Modern Foreign Language.</li> </ul>
<ul style="list-style-type: none"> <li>• Competence in Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Numeracy: application of number.</li> <li>• Problem solving.</li> </ul>
<ul style="list-style-type: none"> <li>• Digital competence.</li> </ul>	<ul style="list-style-type: none"> <li>• Information technology.</li> </ul>
<ul style="list-style-type: none"> <li>• Learning to learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal skills, improving own learning and performance.</li> </ul>
<ul style="list-style-type: none"> <li>• Social and civic competence.</li> </ul>	<ul style="list-style-type: none"> <li>• Working with others.</li> </ul>
<ul style="list-style-type: none"> <li>• Sense of initiative and entrepreneurship.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal skills: improving own learning and performance.</li> </ul>
<ul style="list-style-type: none"> <li>• Cultural awareness and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Modern Foreign Language.</li> </ul>

With this comparison we can see how Key Competences are organized in both countries, as we base our work in a English-Spanish bilingual school that follow the CLIL methodology, we need to have in mind Key Competences from the British curriculum where as we have said before, they give more importance to “know how to

be” and “know how to do” aspects that Spanish curriculum. And is because of that the routines that we have selected develop these competences to create better thinkers, trying to put into practice thinking skills as well as social skills. Both skills help to make a school culture that is very important in British schools and consequently in English-Spanish bilingual schools.

Based on these aspects, teachers have to keep in mind that competences must be included in their plans. Every lesson, routine or process that they programme has to develop the greatest competences possible that children can acquire.

As we can see with these two classifications of Key Competences, there are no significative differences between both countries, the skills that they try to develop in their students are the same but organized in a different way.

At the same time, as we can find in the article Simone Rychen, D. and Hersh Salganik, L. (1997) Key Competences are based on human rights and democratic values; it means that they need to develop values and rules to help children live in society. Key competences reflect a notion about what a good and successful life consist as how to make relationships with other people, how to understand their selves and the world, how to be autonomous among others. These competences need also to keep social and individual diversity in mind. In addition, in this article we can find a clear explanation of the four conceptual elements of Key Competences:

The first one is they are multifunctional; this means that competences involve various contexts to answer the demands of the daily professional and social life.

The second one is Key Competences are cross-curricular, they are not only in school save every other context as their family or the life in society the environment determine how to use these competences, which one they put in practice.

The third element is that competences refer to a higher order of mental complexity, it means when children use Key Competences in their daily life they are using an explicit level of mental complexity.

And the final concept is that Key Competences are multidimensional that means they are composed of multiple dimensions “...they are composed of know-how, analytical, critical and communication skills as well as common sense” Simone Rychen, D. and Hersh Salganik, L. (1997, p: 13)

Another important aspect of Key Competences that we can not forget is that they are included in every dimension of education, since children learn until they are assess for the teacher or they make their own assessment. And is because of that, teachers have to



keep in mind Key Competences when they are planning their units and the assessment. *“The assessment has to be global and continue, have in mind the progress in every area of the curriculum”*. Benítez Herrera, A. (2009, p:19). When we speak about assessment we make reference to the assessment that we have to carry out during every educational stage. And global makes reference to Key Competences and aims or goals. At the same time the assessment has to be educational and orient the learning process, this means that the assessment give to the teacher information about the pupils permitting make changes in their planifications if is necessary.

When teachers make an assess having in account Key Competences, they are verifying how children are using their knowledge. Some of the most common instruments of assessment in Primary Education are: put in common their ideas to verify their knowledge; using student's notebooks, where children write their notes to verify what they are learning and what they need to learn; assign a responsibility to every member of a team in group work; recording anecdotes where children write things that they have discovered or asking students to keep diaries or journals where children take note of their learning.

Besides, to develop Key Competences through routines, teachers need to have a control to the class and create a learning environment where children acquire knowledge, and is because of that teachers have to use properly classroom management using strategies that help them to carry out their lessons without too much effort. This classroom management permits the teacher have productive units where children do not lose time and take advantage of each learning moment. So in the following part we try to explain the importance of this classroom management to carry out the routines in the class.

## **4.2 THE IMPORTANCE OF CLASSROOM MANAGEMENT IN RELATION WITH CLASSROOM ROUTINES.**

Certainly routines have a very important role in education, as we have seen in previous parts of the present work. A good teacher should employ these techniques to run the

lesson but not all the teachers are able to use them, they have to know how to use an appropriate classroom management, this refers “to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class”. *The glossary of education reform*, Hidden curriculum (2014).

This classroom management involves the routines that teachers use in different moments during their units to develop Key Competences, from the beginning until the end of the day. Students have a better behavior when classroom management strategies are effective, they learn faster and more easily. Normally effective teachers tend to put in practice strong classroom management skills that help to have a productive class, but contrarily, inexperienced teachers have a disorganized class where students are not working or distracted.

While a more traditional view of an effective class are determined to rules that the students have to fulfill as being sitting at their desk, following the instructions, paying attention, or silent listening, a more updated view shows us how the teacher can improve student learning using classroom management as behavior (a positive attitude, use of facial expressions or congratulate for their achievements), environment (warm and illuminated room with materials that allow for learning) expectations (sharing teachers’ expectations about their students’ outcomes or their expected behavior), materials (resources, text, displays) or activities that teacher design to encourage interests in their students.

In fact, when a teacher designs poor lessons, using not very attractive or challenging activities, not allow their students interact with each others, it is more difficult that they have interest in what they are learning, and at the same time increased behavioral problems.

In practice, that classroom management can seem simple but actually you need skill and experience to carry out it.

*The glossary of education reform*, Hidden curriculum (2014) make a mention of the different techniques that classroom management includes, following we can find a summary of the information that they give us, organization through Key Competences that these techniques develop in the children (thinking or social skills)

## Thinking skills

“Do now” that consists is an activity that helps the students to be focused, productive and ready for the lesson. The teacher uses this technique at the beginning of the day; it consists in a short activity that the teacher has written on the blackboard which is waiting for children as they enter. This technique helps the students to know what the teacher supposes that they have to do; they do not have to ask. The activity should be always in the same place to help the students to have a habit. Children should be able to complete the activity without teacher’s help. It is a short activity that takes four or five minutes. Teacher should connect this activity with the unit that they are going to work this day.



Image 2: “Do now” strategy.

- “Seat Signals” that is a technique in which children indicate that they need something but they do not use words but they use nonverbal language. For example if they need a pencil or help with one activity. This technique tries to minimize disruptions during the class and teach the students the proper way to use their nonverbal language to communicate.



Image 3: “Seat signals” strategy.

- “**Props**” which consists in the teacher recognizes and praises something that children have done good, for example when they answer a difficult question or they help their partner... Props is done by the entire class and it use to be a short movement or a phrase. With this act, the teacher is established a group culture in which positive actions have reward.



Image 4: “Props” strategy. Stickers to reward positive attitudes or actions.

- “**Nonverbal Interaction**” in which teachers use their eye contact and gestures to interact with the students for example when they are not paying attention or when they have bad behavior.



Image 5: “Nonverbal Interaction” to reward something that children have done well.

- **“Positive Group Correction”** this technique allows students make their own self-assessment in some activities. It can be Anonymous Individual Correction (other child correct one of his partner's activity, anyone know how is), Private Individual Correction (the same that the previous one but the student know who has corrected his activity) and Lightning-Quick Public Correction (not individual, it is a quick correction between all the class).



Image 6: “Positive group correction” words that children can use to reward the good work of their partner.

- **“Do It Again”** technique the teacher request children to repeat an activity that they have not completed correctly, they have to do it again in the correct way.



Image 7: “Do it again”

### Social skills

- **“Entry Routine”** that is a technique used by the teacher to make a daily routine. When students enter the class they have to prepare their materials, they know where they are their seats etc. This way can avoid disarray of the beginning of a class period, and it can help students to get calm time to begin to learn.

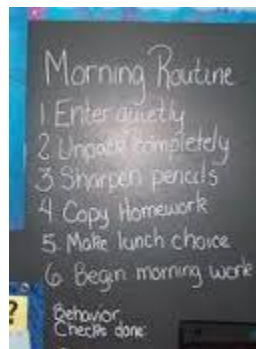


Image 8: “Entry routine”

- **“Tight transitions”** which tries to establish transition routines in the class, those children learn and they can execute quickly without much instructions from a teacher. For example, the teacher might say “tidy up time” and students will know that they should stop what they are working on and start to tidy up and put away the materials, while they sing “the tidy up song”. This technique helps to order the lesson and reducing time that children use to lose between activities.



Image 9: “Tight transitions” to order the lesson.

To conclude, after classifying the strategies, Denise Young concludes in her article that “*Classroom routines and procedures*” ensure that the classroom goes easily and fluently, the teacher should establish clear classroom routines, but in the same way children need to know what the teacher expected of them, so the teacher should ensure that children understand the reason for the routine. These strategies help students feel situated and secure.

### **Routines Make Classroom Management Easier**

Medoff, L. (2013) in her article “Routines: Why They Matter and How to Get Started” talks us about the importance of the establishment of routines since early years, due to it helps children to feel safe and they feel the most secure when their lives are predictable. They can be more confident to explore their world if they feel security. Little children do not have internalize the concept of time so they order their lives by the events that happen, so when events are repetitive they have a better understanding of their world.

A regular schedule gives children a way to order and organize their lives. When young children know what to expect, they become more confident in both themselves and the world around them. (Medoff, L 2003, p: 1)

In the same way, Linsin, M. (2009) emphasizes that the use of routines during the lessons avoids student's distractions that waste time and interfere in their learning, at the same time these strategies help to minimize frustrations or bad behavior in each child. So it helps the children to be focus on learning.

When students know what to do and know how to do they can be more attentive on the teacher's unit. Furthermore, routines add responsibility and purpose in children so it increases their self-esteem and it makes them more confident. Also the use of routines helps the teacher in their work, it "save time and lessen a teacher's workload" Linsin, M. (2009)

Everything that children do repetitively and automatically, are routines, so it prevent that the teacher have to be explaining every time what is the next thing that students must do, using these strategies children can focus their thoughts on the next activity.

As we can know routines are more flexible than rules but it can change little during the course of the day or the year, these strategies are established by the teacher at the beginning of the course and it does not vary during the year, so children use always the same routines. This period of time, the beginning of the year, is key considering that all the routines that teachers teach will be used during the rest of the year. Effective teachers provide students with cues to remind them so it make easier that students internalize routines to use in different moments of the day. Some examples, as enter and leave the classroom, pay attention, indicate lunchtime, change or tidy up the materials or change the activity can help the teacher to operate efficiently and effectively.

The establishment of routines allows more flexibility during the class time and also it helps the children to be more responsible for their behavior and learning in the class. When a issue appear, the teacher has procedures to resolve it quickly and efficiently so they have more time for teaching and learning. (Stronge, J. H. Tucker, P. D and Hindman, J.L. (2004, p: 67).

To conclude, through the use of routines the teacher can have the highest expectations for their children and develop the essential Key Competences in their students but at the same time they can have fun and enjoyment during the lessons.



## **5. PROPOSAL: HOW TO INCLUDE CLASSROOM ROUTINES IN A SPANISH SCHOOL.**

The present proposal is based on my experience as trainee teacher in a British Primary school. Most of the routines I evidenced along this period, mark different moments along school day, at the same time that create a different culture. These routines promote a social culture of responsibility, order, tolerance and respect, and at the same time help children to acquire Key Competences, an essential aspect of every Educational System, as we have analyzed before.

After realize that routines are important in every school context, in the following lines we suggest a way to include routines in a public Primary Bilingual school in Spain, first we show an example about the context of the Primary classroom. Our proposal can be adapt or change to make the routines useful in any school.

### **5.1. CONTEXT OF THE SCHOOLS.**

We should keep in mind that every school is different with a particular context, we are based the present work in the British school where I was during my internship as trainee teacher, and we make a proposal about how to use in a English Spanish bilingual school, the routines that this British school works with.

The school which is described through this work is a public Primary school that is situated in a town located in the south part of England, the area is mostly residential, so is a quiet place. The school is in the middle of the town, in one of the most important roads, it means there are shops, supermarkets, churches, library among others, close it that which make rich the environment to learn. This school includes Nursery, Reception (it is the first year of compulsory education in United Kingdom, it comes after Nursery and before Year One) and Primary Education with two lines in each course.

It is a monolingual school but they can learn French during Primary, it is one important difference between British's schools and Spanish's schools, in Spain nowadays most of the schools are bilingual, where children reflect about their mother tongue and English language at the same time. On the other hand, we can find that in the English Language lesson are the moments when Spanish's teachers make more use of the routines as songs

to say good morning or goodbye, songs to tidy up, assessment routines like notebooks or diaries.

The selection for a British school as the context in which to develop the present proposal has a clear reason: a personal experience. I became aware of the importance of routines along my internship in a British school. I have worked with Year 2 class which I will be described in the following lines, in order to show the aspects that we should change or include in a class of second of Primary in Spain.

The routine's proposal is based on the teacher's planning of my training period; it can be introduced in an English-Spanish bilingual school, obviously making changes to adapt our proposal according to the context and the group.

In this school there is a wide range of diversity since we find different cultures and lifestyles, children who have other nationalities and they do not use English normally (they use their native language at home) or children with more or less economic resource. we can find a school with these characteristics in Spain because of multiculturalism and intercultural aspects that nowadays are present in our country.

In most of British schools children must wear uniform; they can not wear normal clothes, so there are no differences between them. This can be another difference comparing with English-Spanish bilingual school in which children can wear normal clothes and this can be an important aspect to keep in mind because sometimes it can make differences between children who has more economic resources and children who have not it.

Another important difference is that British's schools do not used to use textbooks, they learn through resources as digital board, sheets of paper, individual dossiers and notebooks. That means the teacher can decide how to run their units without a textbook to follow. This is a positive aspect because they have more liberty and they can change their lesson and adapt them depending of children needs and learning. in Spain teachers have to follow textbooks that mark their docent practice, it involve that generally they have not liberty to plan or change their units.

Another important point is that in U.K children in Nursery, Reception or Primary Education (until they are in year 3) have free hot-dinners, do they do not have to pay the school's lunch. This aspect is no different than in Spanish publics schools. This is a positive aspect because it avoids differences between children who have more economic resources

The reason why I decided to perform this work towards the class-management and the routines is because I realized teachers use routines every day during all school time, in their unit as well as play time or in the corridors, in order to try their students acquire Key Competences. They use routines from Nursery to Year 6 of Primary, so it has importance in their day-to-day.

With regard to the school culture is important emphasizing that British' schools used to build a strong school culture as community where every member are implicated, students, parents, teachers, administrators and other staff. They try to work together, have the same beliefs, promote strong relationship, promote positive attitudes, agree on rules and values to make the school climate a positive environment where children can learn and they take advantage of the cultural diversity of the school to make place where everyone learn about everyone. Comparing the school culture of British schools and of Spanish schools we should emphasize that British try to make a stronger school community that Spanish school. In our country the families are involved in the school environment, they used to be implicated in activities and they used to be in contact with the tutor of their children, teachers used to work more individually than in U.K where they work together in order to promote a positive atmosphere of learning, they use to plan together and put in common their lesson's result to get opinions about what they can improve. This is an important aspect that Spanish schools can copy because it makes teaching work easier.

### **The classroom context**

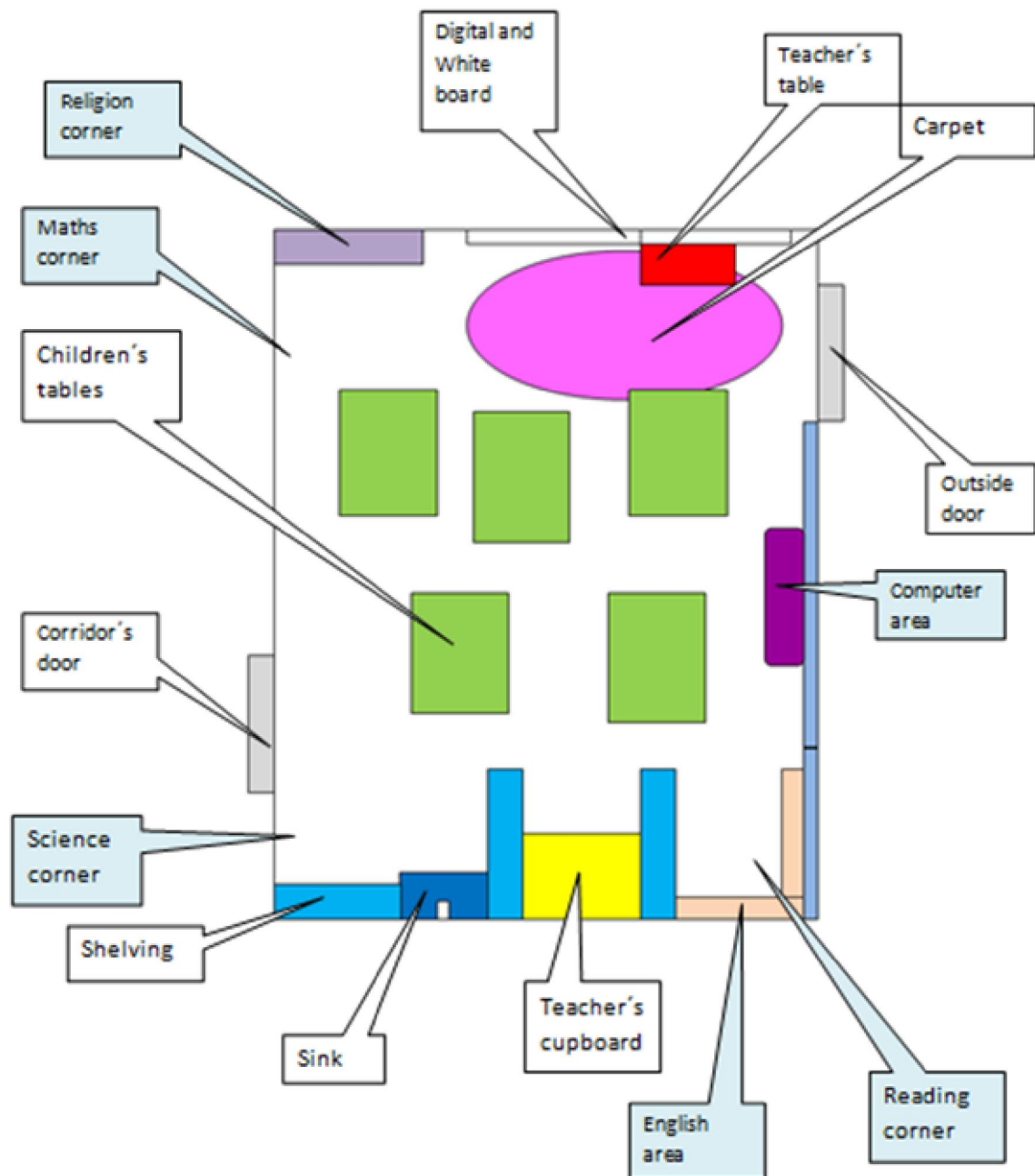
In the following lines we try to make a comparison of a the British class where all the routines that we explain further on are carried out and any Spanish classroom where we can put that routines in practice. This proposal is for a year 2 class so children are between seven to nine years old.

The group was formed by thirty children, thirteen girls and seventeen boys between six and seven years old. In Spain, as the law Orden ECD/65/2015 says, schools are not allowed to have classrooms with more that twenty five children, this difference is because of in U.K there are a teacher and a teacher assistant in each class, so the teacher has a support who help them during the teaching work.

Just the same as the school, in the class we can find different cultures and lifestyles, there are Polish, Chinese, Indian and English children, and it means there is a very important cultural wealth. This cultural diversity is nowadays usual in all Spanish school where teachers try to integrate each child to make a positive environment of learning.

Moreover all of them are perfectly integrated. In this way the class as a whole is an active group with a balanced speed of learning. We only find some cases of mild underdevelopment in the language, but that does not affect their learning process. In the same way, in Spain we can find lot of differences between children's learning process, teachers have to keep in mind this point to plan their units and respect the rhythms of learning of each child.

In order to get a close idea to the classroom where this proposal in develop, here is a map and a slight description of the elements appearing in it, we think is possible to adapt this classroom geography to a Spanish class, including or adapting spaces and resources:



**1. Religion corner:** is an area where there are some of the works that children make in R.E.(Religious Education. In this corner we can find the Bible or books about the life of Jesus. This corner has importance in each class and also in the corridors because for the school R.E is the central part of their curriculum. During the day there are some routines in relation with this area, one at the beginning of the class (children say a welcome prayer), before go to eat at lunch time and after it (to say thank you about what they

have learnt during the morning and thank you for the food that they have eaten) and at the end of the say (to say thank you for what they have learnt all day and thank you for all their friends and teachers).

**2. Digital board and whiteboard:** it is a very important area, both boards are in front of the carpet where children use to be ready to learn. Teacher use the digital board during most of lessons, to explain what they have to do. Also teacher use this resource to carry out one of the most important routines for the kids, when teacher gives them points to reward something that they have done in the correct way or when teacher takes away points when they have done something wrong.

The teacher uses the whiteboard as support of their work, for example to show how to write one word that kids do not know or to write the date also in this resource we can find a good material to control children's behavior, it is a rainbow with a sun in one side and a cloud on the other, if one child has a bad behavior their needs put their name in the cloud, but if he has a good behavior he can write their name in the sun

**3. Carpet:** this is one of the most important areas of the class. Children spend lot of time in the carpet, all the lessons start here, the kids have to be sitting on the carpet each child knows where is their place (the teacher has assigned one place to each student at the beginning of the term, he change the place rely on their behavior). The day starts and ends here, and there are routines that are in relation with this place, for example: the teacher makes a question about the topic that they are working, and he asks the kids to share their opinion with their partner, in this moment each child knows that he has to speak with the person who is next to him. Then the teacher uses another routine to make silence in the class ("hands of top that means stop") and finally the teacher ask to the kids what conclusion they have founded with their partners, children put their hands up to answer the teacher's question.

**4. Outside door:** they use that door to go to the playground. It is an important place because kids perform the line up routine in front of the door. Children need to be line up in register order to go outside.

**5. Computer area:** in this area there is a computer and a tablet that children can use during the computer lesson, but normally they go to the computer classroom where there are computers for every kid.

**6. Reading corner:** this corner has a great importance, children use that area every day for example when they have finished their works and they have to wait until their Also they use the corner when they have free time until one lesson another.

**7. English area:** here we can find children's works as writing, literacy, jolly phonics, dictionaries etc. This area is using every day as part of their English lesson.

**8. Sink and water bottles:** it is a special place that we can find in most of the English schools. In this area each child has a water bottle with their name on it. Children have time during the day to drink water, in another routine that they use every day as a normal part of their class time.

**9. Science corner:** in this corner we can find different experiment depending of the lesson that children are working on. When the topic change the corner change too. There are a table with some chairs and shelves where we can find books about experiments and nature.

**10. Corridor's door:** the kids use to line up every day before go inside the classroom. They change their shoes and hang their coats in a cloakroom located in the corridor, so when they finish they line up in register order to go into the class.

**11. Children's tables:** this area is used by children to make their personal work. Each child has a place in a table. The teacher is who decide where children have to be sitting, he makes the tables groups depending of the abilities or capacities of each child, and this means that there are different students, in the tables groups, in each subject

**12. Maths corner:** in this corner we can find resources about maths, also there are some works that the children have made in maths 'class.

As we can see the class is divided in corners that make easier the children's knowledge and differentiate knowledge'spaces. In Spain is usually see a corner distribution in Early Years but no in Primary education where take precedence the individual work tables, and the differentiation between children's space and teacher's space. It can be an enriching idea if Spanish class adapts their spaces including some of this corner spaces.

## **5. 2. WHAT KIND OF ROUTINES CAN WE USE?**

Before to start analyzing what routines a teacher can include in their planning, we should understand the meaning of routine and what methodological aspects include. In the following lines we try to approach the concept and the kind of routines that we can used depending of the Key Competence that we want children acquire.

### **A) Definition of routine**

As we can find in the Visible Thinking Program routines means “*any procedure, process or pattern of action that is used repeatedly to manage and facilitate the accomplishment of specific goals or tasks*” Visible Thinking (no date).

Consider this definition we can say that routines exist in all classroom, teachers use them to run the learning of the class and to get work together in a classroom environment. Teachers can choose different routines depending of their aims that they want to get, for example to manage students behavior and interactions, to establish rules for communication and discourse or to organize the work of learning. Using routines we can structure the students’ process of learning, in one hand we can select simple structures as a song to tidy up the class or line up, and on the other hand we can select complicated structures to promote students’ thinking, such as asking students what they know, what they want to know among others.

The use of class routines become the ways in which children go about the process of learning, it promotes the development of a student thinking skills and also social skills promoting a classroom culture. We can use them in a variety of contexts even we can use more than one routine in a single lesson.

With the use of class routines children can know what happens next, it gives them control over what they do during each part of the day besides it helps children to develop self control and make them independent. We have to be conscious that daily routines support active learning so these times need to be planned. We can find this idea in the article of the Noah’s Ark Children’s Services Resource Unit.

Teachers can include routines at any moment along the day: arrive time, change the lesson, meal breaks, rest time, tidy up time, home time... but they need to keep in mind that children have to be involved in the routine, the teacher does not direct them, if we use a routine for each transition we reduce conflicts, the routine need to be connect with the learning goal, if children are engaging in routines we eliminate wasted time and increases learning opportunities, a good way to introduce a routine is using songs or sensory cues, and finally, routines provide lots of opportunities for social development as turn taking, empathy or respect for others.



In the following two parts, we propose two different classifications of the routines that we have selected to work in a English-Spanish bilingual school. The first one according with the official curricular aims and the second one according with two Key Competences, thinking skills and social skills.

## **B) ROUTINES CLASSIFICATION IN RELATION WITH THE OFFICIAL CURRICULUM AIMS.**

According with the Spanish law ORDEN ECD/65/2015 of January 21<sup>st</sup> children in Primary have to reach aims, domains of learning and assessment criteria. In the following lines we offer a classification of some routines, that we have selected, according with some of those aims.

- **Know and appreciate values and rules for living together, following them and respect the Human rights.**

Routines that are in relation with this aim:

Silence routine.

Line up in register order.

My turn to speak.

Walk in or out of the classroom.

Tidy up time.

Go to the carpet.

- **Develop individual and group work habits, self-confidence attitudes, personal initiative, interest and creativity in their learning.**

Routines that are in relation with this aim:

Homework routine.

Read individually when you have finished an activity.

Reading tree.

Reading record.

Self-assessment.

Behaviour: rainbow.

- **Acquire abilities to prevent and solve problems peacefully.**

Routines that are in relation with this aim:

Behaviour:rainbow.

- **Know and use the language and develop reading habits.**

Routines that are in relation with this aim:

Date routine.

Register routine.

Homework.

My turn to speak.

Read individually when you have finished an activity.

Reading tree.

Reading record.

Assessing my partner's work.

- **Acquire the communicative Key Competence in a foreign language.**

Routines that are in relation with this aim:

My turn to speak.

- **Know basic aspects of Science, Social, Geography, History and Culture.**

Routines that are in relation with this aim:

Homework routine

- **Develop their affective competences in every aspects of their personality and in the relations with the others.**

Routines that are in relation with this aim:

Register routine.

My turn to speak.

Assessing my partner's work.

Behaviour: rainbow.

With this classification we show how one routine can include more than one objective and how teachers can plan their units, activities, classroom routines according with the official aims. As teachers we can not forget that when we make our planning, we need to keep in mind every curricular aspect in order to get develop maximum knowledges in our students.

## **B. ROUTINES CLASSIFICATION IN RELATION WITH THINKING AND SOCIAL SKILLS.**

First of all in order to understand this classification, we should make a reference about what thinking skills and social skills are.

In one hand, thinking skills and capacities have to be developing in each child in order to give them learning to participate in society, these skills are cross-curricular, it means that need to be present in every aspect of teacher's planning.

“The ability to think both critically and creatively and to develop personal and interpersonal skills and dispositions is essential for functioning effectively in a changing world”. Northern Ireland Curriculum (2007)

As thinking skills and personal capabilities, the Northern Ireland Curriculum include: “managing information, thinking, problem-solving and decision-making, being creative, working with others and self-management”.

On the other hand, life in society can be hard if you have some social skills deficits; teachers have to develop these social skills in their students in order to facilitate them living together. Some of these skills, as Lawson, C (2003) explains in her article, are:

“**Greetings:** children develop relationships with partners by interacting with them. **Initiating conversation. Understanding the listener:** understand the audience you are talking to. **Empathising. Reading social cues:** can be verbal or non-verbal. **Previewing:** preview and think about what effect your words or actions may have on your listener before you say or do them. **Problem solving.** and **Apologizing:** be confident to make a sincere apology for your error.” Lawson, C (2003) pag.1

Having in mind this brief analysis of what thinking and social skills, we propose the following classification of routines in relation with them, some can be included in both parts;

THINKING SKILLS	SOCIAL SKILLS	BOTH SKILLS
Date routine	Tidy up time	Silence routine
Register time	Go to the carpet	Line up in register order
Homework routine		My turn to speak
Read individually when you have finished an activity		Go in/ go out the classroom
Reading record		Reading tree
Self-assessment		Assessing my partner's work
		Behaviour: rainbow

After this classification, in the following section we explain what is each routine about, in order to understand why a teacher can include them in their planning. Each routine has a goal that develop, Key Competences that children acquire with it, what students learn, when teacher can use it and finally the resources that need to carry out the routine.

#### **D. ROUTINES.**

In the following lines we have routines that we have chosen, they are explained in the APPENDIX .

**Date routine**

**Register time**

**Homework routine**

**Silence routine**

**Line up in register order**

**My turn to speak**

**Go in/go out the classroom**

**Tidy up time**

**Go to the carpet (Are you ready?)**

**Read individually when you have finished an activity.**

**Reading tree**

**Reading record**

**Self- assessment**

**Assessing my partner's work**

**Behavior: rainbow**

In order to conclude it should be pointed out that there are more routines that teachers can use during their lessons; these are only an example of the routines that we have known during my trainer experience. Also we should keep in mind that this routines can be changed and adapted to any school context, teachers can adapt then on duty their unit's plan, but always have in mind Key Competences that they would like to develop in their students.

## 6. CONCLUSIONS

Key competences are the backbone of every single Educational System, this is the reason because are include in all the teacher's units. Children have to develop these competences to be able to life in society. Thinking and social skills are some of the most important aspects that Key Competences develop, these skills are a fundamental learning that is include in every class moment, since lessons, pass through group activities, until routines. Is in this last point where we have based our work, a classification of routines that develop Key Competences. With this classification we have tried to show how Key Competences are involved in every routine, what children learn implicitly through the use of these strategies.

As we have seen British curriculum give a special importance to Key Competences that promote the class and school culture and the thinking visible in order to provide learning environment where children learn from each other and from the adults. This is an attractive way to work that we can put in practice in English-Spanish bilingual schools, which are regulated with the British curriculum. It can be big change in the way teachers think and plan, but can be interesting and enriching from students.

On the other hand we have seen that British curriculum give more importance to the "know how to do" and "know how to be" aspects while Spanish curriculum give more importance to the "know" aspect, this means we think is more important that children learn concepts but British System try to improve practical and emotional learning. Through the routines classification of our proposal we have tried to show a way to improve practical and emotional learning but also conceptual learning, so it can be interesting to use in a English-Spanish bilingual school.

Finally with this work we get to show a work method that develop the use of Key Competences, which can be interesting to put in practice in a school in Spain, it can be attractive for bilingual schools that nowadays are increase in our country.

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# APPENDIX

Line up song.

<http://www.songsforteaching.com/transitions/letterlineup.htm>

Get ready, get ready, get ready for a change

Let's line up by the letter in your name

Listen very carefully

Let's line up quietly

One by one, by your letter

One by one behind each other

Facing front arms by your side

Be cool and make a real fine line

Letter A line up, letter B line up

Letter C line up right now

You can show us how

Letter D line up, letter E line up

Letter F line up right now

You can show us how

Letter G line up, letter H line up

Letter I line up right now

You can show us how

Letter J line up, letter K line up

Letter L line up right now

You can show us how

Letter M line up, letter N line up

Letter O line up right now

You can show us how

Letter P line up, letter Q line up  
Letter R line up right now  
You can show us how

Letter S line up, letter T line up  
Letter U line up right now  
You can show us how

Letter V line up, letter W line up  
Letter X line up right now  
You can show us how

Letter Y line up, Letter Z line up

Now we're all lined up today  
Let's go on our way!  
Let's go on our way!

Tidy up song.

[https://www.youtube.com/watch?v=LV1sMws\\_Gqg](https://www.youtube.com/watch?v=LV1sMws_Gqg)

Sitting on the carpet song

I am ready, I am ready

Are you too? Are you too?

Sitting on the carpet, sitting on the carpet

Listening, listening.

## **ROUTINE EXPLANATION.**

### **Date routine**

- **The goal that develop.**

Children in year 2 already have acquired the changes in time, so that is not the main objective of this routine.

Using the routine children learn how days are going. They use this routine to organize their work in their notebooks, children must write the date at the beginning of each lesson, it helps them to know what they are doing each day.

The teacher write each day the date in the whiteboard in two formats one is long date: day with letters, number of de day, month and year for example: Monday 11 of April 2016; or short date: day, month and year with numbers for example: 11/04/2016. At the beginning of the day, the teacher asks the children what day is today, and they put their hand up to answer, one of then read the date to their partners.

The purpose of this routine is to make children aware of the beginning of the morning, it means they have to begin to pay attention, as we are about to start.

- **Key competences that are in relation with this routine:**

- Linguistic and communicative competence

- Learning to learn.

- **Students' achievement**

Children learn the beginning of a new day also they learn how to have organized their works.

- **When can we use it?**

At the beginning of each day to make the children know how the days pass and to organize their work, at the end of the year they have their work organize and they can see what they have been doing each day.

- **Resources**

We use the whiteboard to write there the date; each child can see what day is today. For this routine, children used to be in the carpet area looking at the whiteboard and the digital board, and the teacher is in front of them. This routine can be carry out in other corners as the individual work tables, where children can be sitting and looking at the boards.

### **Register time**

- **The goal that develop.**

This routine begins with two helper hands, each week two kids are the helper hands, they have to go to the front desk located in the reception area of the school and get the register list of the class that the receptionist has. Then the kids give it to the teacher, then

the teacher take the register and take note if one child is not in class that day. When the teacher has finished the two helper hands return the register list to the front desk.

The objective of the routine is make aware the kinds who are not in class that day; also give the children a responsibility (helper hands).

- **Key competences that are in relation with this routine:**

Linguistic and communicative competence.

Learning to learn.

Sense of initiative and entrepreneurship.

- **Students' achievement**

With this routine, children have a responsibility (get and return the register list), they are aware of the importance of their task for the rest of the class. And they know who is missing that day in class.

- **When can we use it?**

This routine is used every day at the beginning of the morning and the afternoon, to register who is or not in class that day.

- **Resources**

As material resources we use the register list but also we need two helper hands. Children can be sited on the carpet looking at the teacher who is in front of them, this routine as the same as the previous one can be carry out in the individual work tables where children can be sitting.

### **Homework routine**

- **The goal that develop.**

In the school that we have based our proposal, children have homework only one day per week, on Thursday they bring their homework at home and they have to return it done on the next Tuesday. Children learn the responsibility of return their homework done, they acquire the habit of make their homework on time. On Tuesday when they bring their homework at class, they have a “homework box” where each child must put their folders, it helps the teacher to know who has done their homework or who does not.

- **Key competences that are in relation with this routine:**

Linguistic and communicative competence.

Learning to learn.

Sense of initiative and entrepreneurship.

- **Students' achievement**

They learn how to be responsible of their homework, the responsibility of bring their activities done on time and also when they put their folders inside the “homework box” they learn how to have the class in order.

- **When can we use it?**

On Thursday when the teacher give the homework to them and on Tuesday when children return their homework done at class.

- **Resources**

Children's folders with their homework and “homework box”. For this routine there is a specific place with a box where children have to put their folders with their homework done. The teacher can decide where to put the box, not always is on the same place. Children know that when the teacher ask about the homework, they need to put it in the box.

### **Silence routine**

- **The goal that develop.**

To keep the class in silence and concentrate to learn to that end, the teacher can use some strategies that do not involve the use of words or increase the tone of voice, some of these strategies are:

- Hands on top: the teacher say “hands on top” while he is doing the movement (touch their head with their hands) and the children answer “that means stop” and they repeat the movement, stopping what they are doing.

- Clap hands: the teacher claps their hands with a certain rhythm; children must stop what they are doing and repeat the same rhythm. The teacher can use different rhythms to check that children are attentive. With this strategy the teacher does not need to use words.

- Play an instrument: the teacher use an instrument as rattle or a bell to get silence. Children have to stop the activity and be in silence. As well as the previous strategy, the teacher does not need to use words.



- **Key competences that are in relation with this routine:**

Linguistic and communicative competence.

Learning to learn.

Social and civic competence.

- **Students' achievement**

With this routine, children learn when they have to stop what they are doing and pay attention to the teacher. They learn how to listen and how control themselves.

- **When can we use it?**

In every single moment that the teacher needs that the class is in silence, this routine is used until Early Years to Primary education, so children are familiarized with it.

- **Resources**

The teacher needs a rattle or bell to get children's attention. There is no a specific corner to carry out this routine, children can be in any space of the class.

### **Line up in register order**

- **The goal that develop.**

To aid children to line up or move through the school in a safe, quiet and controlled manner. Getting students to line up quietly and safely can be a difficult task to even the most experienced teacher, but the use of the same strategy every day can help. In this case the teacher use the register order strategy, at the beginning can be hard work because children do not know where are their places, but helping them with the list of names of the class, they can bit by bit knowing where are their places.

- **Key competences that are in relation with this routine:**

Learning to learn.

Social and civic competence.

Sense of initiative and entrepreneurship.

- **Students' achievement**

This routine helps children to know how to follow instructions and why it is important to follow instructions. Also children learn self-control and how to wait their turn. This strategy offers a secure and controlled way of getting the kids into a line and learning how to move around safely.

When can we use it?

When the teacher wants that children line up to move to other class, go to the playground, go for their lunches or during the “fire drill”.

- **Resources**

Line up song. Annex

<http://www.songsforteaching.com/transitions/letterlineup.htm>

This routine usually is carry out in front of the principal door from the classroom, children use to make a line in register order, and waiting for the next instruction that the teacher is going to tell them.

### **My turn to speak**

- **The goal that develop.**

To clarify reasonable and fair cues for whole-class questions, contributions and discussion.

This routine consists in respect their speaking turn, it means when children know that they can or can not talk. It is an easy strategy that children learn since they are in early years, they learn that if they want to speak they must put their hands up and wait for their turn. It is an important routine to keep good work environment in the class.

- **Key competences that are in relation with this routine:**

Linguistic and communicative competence.

Learning to learn.

Social and civic competence.

Sense of initiative and entrepreneurship.

Cultural awareness and expression.

- **Students' achievement**

Children learn how to speak one at a time, listen when others speak, take their turn and think before their contribute. If a child's contribution is clearly engaging the class in a positive way it is worth letting the student continue on.

- **When can we use it?**

This routine can be used any time when one student wants to speak. During whole-class teaching time or when they are working in small groups.

- **Resources**

There are not material resources, children use their hands. This routine is carry out in any space of the class where children want to tell their opinion, there is no a corner destined for it.

### **Go in/go out the classroom**

- **The goal that develop.**

With this routine teacher get that children enter and go out the classroom following an order. They are aware that they have to keep and order when they move inside the school.

When students arrive at school in the morning, they have time to play in the playground until the bell rings, that means they have to go inside the class, in this moment each child has to make a line in register order with their partners (each class knows where they must line up, they have a specific place). The teacher goes to find their class and children follow their teacher until they arrive at their classroom. During the way, in the corridors, they must be in silence and they can not run. It is the same to go out the school, children have to line up in register order.

After they enter the class, they take off their coats and they change their shoes, then they have to be sitting in their carpet space, in silence ready to listen to their teacher.

It helps children to know how to go into and out the class in order and in silence.

- **Key competences that are in relation with this routine:**

Learning to learn.

Social and civic competence.

Sense of initiative and entrepreneurship.

- **Students' achievement**

With this strategy children how to moving inside the school in silence, without running, how they need to wait for others patiently and respect their turns.

- **When can we use it?**

This routine must be used every day at the beginning and at the end of the day, to make sure children learn how they can move inside the school.

- **Resources**

We do not need any resource; they only need to know that must be in register order, also there is no a corner destined for this routine.

### **Tidy up time**

- **The goal that develop.**

This routine is used at the end of each activity or lesson, it determines how quickly and easily children will be able to begin working in the next activity.

During the lesson the room is noisy because children are working in groups, so the teacher should use a silence strategy as “hands on top” or ring the rattle to keep children's attention. When the class is in silence the teacher tells them that they have five more minutes to end what they are doing and then is time to tidy up. With this strategy children know that they must finish their works. Then, when the five minutes are over, teacher starts to sing the “tidy up song” and children have to follow it while they are tidying up. The whole class is tidying up until everything is tidy.

- **Key competences that are in relation with this routine:**

Linguistic and communicative competence.

Learning to learn.

Social and civic competence.

Sense of initiative and entrepreneurship.

Cultural awareness and expression.

- **Students' achievement**

They learn how to tidy up the class when the teacher asks them to do that. They acquire the responsibility of tidy up all the materials that they are using. Using the song it can be enjoyable routine.

- **When can we use it?**

We can use this routine at the end of each lesson and activity or when the class is untidy.

- **Resources**

We can use the rattle to get silence and the “tidy up song”. Children used to be in the carpet or in their individual work tables, and when the teacher give them the instruction to tidy up, they need to listen and do it.

### **Go to the carpet (Are you ready?)**

- **The goal that develop.**

The purpose of this routine is that children will be ready sitting in their carpet places (the teacher at the beginning of the term says each child where they have to be sitting, it

is important because each child is going to interact with a partner that is sitting next to them. The teacher used to change their places depending on their behaviour) ready to listen to their teacher. In this school the carpet is one of the most important places in each class, since Reception class until Year 6 class use the corner every day. At the beginning of the day children go into their class and they know that their morning begins with the register and they have to be sitting in their carpet places. Also when the teacher is going to explain the lesson, children have to be in the carpet because the whiteboard and the digital board are located there. And again when they finish the activity that they have been doing, they have to go to the carpet to interact about it. So it is obvious the importance of this place.

To help children with this routine, the teacher used to say “everyone go to the carpet” but sometimes they use a song as a strategy to keep children's attention.

With this routine children learn how to move into the class, they learn that the carpet is the place where they listen and where the day begins and finishes.

- **Key competences that are in relation with this routine:**

- Linguistic and communicative competence.

- Learning to learn.

- Social and civic competence.

- **Students' achievement**

Children learn where they must be in each moment, they are aware of the change of lesson or the moment of the day.

- **When can we use it?**

Every time that the teacher wants children sitting on the carpet, at the beginning and at the end of the day, in transition between lessons...

- **Resources**

“Sitting on the carpet” song (Annex). Children used to be in any space of the class, and when the teacher asks them to come into the carpet singing the song, they need to stop what they are doing and go to the carpet area.

### **Read individually when you have finished an activity.**

- **The goal that develops.**

The intention of the present routine is to make children independent and patient. At the end of a lesson there are always children that finish before their partners, these children

used to be boring, they do not like wait that the rest of the class finish and they usually are noisy and restless, so in view of the fact that teacher does not want that the class loose the learning environment, it is a good strategy to have children doing something productive while they are waiting.

When one child finish the activity and they show it to the teacher, they can choose a book in the corner's book and go to their table or carpet place to read.

- **Key competences that are in relation with this routine:**

Linguistic and communicative competence.

Social and civic competence.

Sense of initiative and entrepreneurship.

- **Students' achievement**

This routine helps children to be independent and more responsible. Also it helps them to know what they can do when they finish the activity but the rest of their partners do not.

- **When can we use it?**

This strategy can be used when one part of the class finish the activity and they have to wait the rest finish too. Also it can be used in every moment that the teacher think that is necessary one child has a relax moment.

- **Resources**

The unique resources that children need are reading books. This routine used to be carry out in the reading area, but also, children can decided if they want to read in their carpet space or in their individual work tables. They have liberty to choose where they read, this help them to understand that any place is a good space to read.

### **Reading tree**

- **The goal that develops.**

This is a wonderful strategy to improve children's reading. There is a big tree located in the wall of the book corner, in the tree there are apples with numbers (5, 10, 15, 20, 25, 30, 35, 40 and 45) there are also little bees, each bee has a child's photo. So children can move their bees between the different apples in function of how many books they have read. Each child has as homework read books and their family must write in their reading record how many times they have been reading during the week, at the end of

the week they count how many times and they move their bees into the apple with the number of times that they have read.

- **Key competences that are in relation with this routine:**

Linguistic and communicative competence.

Learning to learn.

Sense of initiative and entrepreneurship.

- **Students' achievement**

This routine makes children independent and responsible of their responsibilities, the more books that they read the more high are their bees in the tree.

- **When can we use it?**

This routine can be use every moment that the teacher wants to know if children are doing their reading homework or not. But especially at the end of the week to know how many times each child has read at home.

- **Resources**

Reading tree located in the wall of the reading corner, children reading records. This routine is carry out in the reading corner where they have the tree resource to take note about the books that they read.

### **Reading record**

- **The goal that develop.**

Each child has a reading record where their family needs to take note of the days that they read their reading books at home. At the beginning of the year the teacher has given a reading record to each child, is part of their homework. This school promotes the reading as a basic part of their teaching, so they encourage the families to be an important part of this strategy.

Every week children have different books to read at home, is no compulsory read every day, but is important that children be responsible of their responsibilities.

- **Key competences that are in relation with this routine:**

Linguistic and communicative competence.

Learning to learn.

Sense of initiative and entrepreneurship.

- **Students' achievement**

This routine promotes children more responsible and independent. And at the same time we make the families part of the children learning.

- **When can we use it?**

The routine must be use every week to make sure children are doing their reading homework.

- **Resources**

Children's reading record and reading books. This routine is carry out at home fundamentally, at the class, the teacher verify if they have read and their family have written in their reading record.

### **Self- assessment**

- **The goal that develop.**

This strategy is one of the most important parts of each lesson. With it teacher get that children be aware of their learning. At the beginning of each lesson the teacher explain the learn objective of the activity and the aims that they can achieve. With it children know what they can learn with the lesson. When the activity is finish, each child has a sheet in their notebooks with a table where they can find the learn objective and the aims, they have to make their self-assessment, they note what aims they have achieved and what they need to improve.

At the end of the day, the teacher looks over each child self-assessment in order to take notes about it. Also the teacher note in the same sheet their assessment to show children if their notes is the same, or there are some different points.

- **Key competences that are in relation with this routine:**

Linguistic and communicative competence.

Learning to learn.

Cultural awareness and expression.

- **Students' achievement**

With this routine children are aware of their own learning and what they need to improve.

Also it makes children more responsible, able to assess their own learning and independent.

- **When can we use it?**



It must be used at the end of each lesson or activity, to make sure children are aware of their own learning.

- **Resources**

The teacher has to give the children a sheet with the aspects that they need to assess. This routine is carry out in children individual work tables where they take note about the aims that they have reached. Sometimes this routine can be carry out in the carpet area, where the teacher ask them about the aims and they need to take note in their sheets.

### Assessing my partner's work

- **The goal that develop.**

In order to make children aware of their own learning, it is a good strategy to reach it.

This routine is more or less the same that the previous one, but it has important difference, their partner is who assess them.

In some activities, especially with the final task, children have not only to make their self-assessment otherwise they have to make their partner assessment. Much like in the routine that I have explained previously, children have a sheet with a table where they can find the learn objective and the aims that they can reach with the activity, in this case the child has to take note about their partner's work, so previously they have to share their works to let their partners knows what they have learnt.

At the end, the teacher looks over each assessment, in order to take notes about it and let the children know what their impressions are.

- **Key competences that are in relation with this routine:**

Linguistic and communicative competence.

Social and civic competence.

Sense of initiative and entrepreneurship.

Cultural awareness and expression.

- **Students' achievement**

With this strategy children learn to be more responsible of their action and decisions.

Each child is responsible of their partner assessment.

- **When can we use it?**

The routine is use especially at the end of a big activity or the final task.

- **Resources**

The teacher has to give the children a sheet with the aspects that they need to assess of their partner's work. This routine is carry out fundamentally in the individual work tables area, where children have to take note about their partners learning, if they think they have reach the aims that the teacher has show them at the beginning of the lesson.

### **Behaviour: rainbow**

- **The goal that develop.**

It is a good strategy to control children's behaviour. Each class has a rainbow located in a visible place, for example on the whiteboard. The rainbow has two parts, the right part is a cloud and the left part is a sun. Depending of children behaviour, the teacher asks them to put their name in one or other part. If one child has a bad behaviour they must put their name in the cloud part, and also if someone has a very good behaviour the teacher asks them to put their name in the sun part.

Every class has rules that children have to follow to make a good learning environment and a culture school.

- **Key competences that are in relation with this routine:**

Learning to learn.

Social and civic competence.

- **Students' achievement**

It makes independent children and responsible of their own behavior.

- **When can we use it?**

We can use this strategy in every moment of the day, especially if someone has a good or bad behaviour.

- **Resources**

Rainbow's resource where children indicate if they have had a good or bad behaviour. This routine is carry out in the board's area, children have to approach to this area when the teacher ask them to note in the rainbow's resource their names, depends of their behaviour they need to put their name on the cloud or on the sun.